DOCUMENT RESUME

ED 224 005 CS 006 934

TITLE Checklist: A Scale for Rating School Reading Programs for Use with the Statement of Standards for Reading Instruction.

INSTITUTION New York State Education Dept., Albany. Bureau of Reading Education.; New York State Reading Association.

PUB DATE Feb 79

NOTE 28p.; For related document see CS 006 933.

PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Check Lists; Curriculum Design; Elementary Education; *Evaluation Criteria; *Program Evaluation; Rating Scales; *Reading Instruction; *Reading Programs

ABSTRACT

Intended for use in conjunction with the "Statement of Standards for Reading Instruction," this checklist-rating scale provides guidance for reviewing school reading programs, both quantitatively and qualitatively. Following an introduction, the guide discusses the mechanics of using the checklist-rating scale, then provides the response sheet and the checklist for the following components of the reading program: (1) district philosophy, (2) curriculum, (3) instruction, (4) evaluation, (5) special services, (6) reading specialists, (7) classroom staff competencies, (8) staff development, (9) budget, and (10) records and reports. The checklist concludes with an outline of procedures for applying the Standards for Reading Instruction, and a summary of those standards. (HTH)

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CHECKLIST:

A SCALE FOR RATING SCHOOL READING PROGRAMS

FOR USE WITH THE

STATEMENT OF STANDARDS

FOR

READING INSTRUCTION

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1979

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PREFACE

The checklist in this booklet is intended as a primary resource for use with the Statement of Standards for Reading Instruction. The New York State Reading Association anticipates that this checklist-rating scale will provide guidance in reviewing school reading programs both quantitatively and qualitatively. The elements addressed by the ten areas in the Statement of Standards for Reading Instruction can be evaluated more precisely through the use of this checklist-rating scale.

The checklist was produced through the combined efforts of the State Education Department's Right to Read Committee and four years of work by the NYSRA's Standards Committee co-chaired by Dr. Thomas Fitzgerald, SED and Dr. Achille DeBerardinis, Rush-Henrietta Central Schools.

It is the hope of the New York State Reading Association that school districts will use the checklist with the Statement of Standards to continue the improvement of reading instruction for all youngsters of New York State.

June Robbins

June Robbins
President

February 1979

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New York State Reading Association

CHECKLIST:
A SCALE FOR RATING SCHOOL READING PROGRAMS
for use with the
Statement of Standards for Reading Instruction

INTRODUCTION

This checklist is the product of the efforts of several cooperating professional organizations in the field of reading. The Right to Read Program that operated in New York State with federal support and under the direction of the Reading Bureau of the State Education Department for several years contributed significantly. Through this program, participating districts reviewed their reading programs, identified strengths and weaknesses, and recommended a course of action to improve instruction. During these years, 1974-79, the New York State Reading Association continued its efforts to improve reading instruction and programs through conferences, inservice and publications. In addition, the Association developed a *Statement of Standards for Reading Instruction* having ten parts as minimum requirements for effective and efficient reading programs.

As personnel in several pilot schools worked with the *Statement of Standards*, they felt the need for a companion instrument which would permit a larger number of individuals to become involved in reviewing reading programs and in assessing the existence of components within the ten areas.

The scale for rating school reading programs which follows represents an evaluation tool to be used in conjunction with the *Statement of Standards*. The Checklist was produced by the combined resources of the New York State Reading Association and State's Right to Read Committee.

MECHANICS OF USING CHECKLIST - RATING SCALE

The mechanics for using the Checklist - Rating Scale involve two evaluative operations for each of the items under the ten Standards. The items themselves may also be subdivided into two groups based upon appropriateness of assessment and evaluation by different classifications of staff members.

As items were developed, it became obvious that all personnel might not have the necessary information to respond to all items. For this reason, a letter designation for central office staff (C) and building staff (B) appears beside each item. These letter designations indicate the most appropriate staff members (or group) to respond to each item. However, districts may choose to have all items answered by all staff members. The use of the Checklist will depend on the goals, size and scope of the program and the purposes for which the program evaluation is being done. See page 16 for an outline of procedures for using the Checklist for both assessment and evaluation purposes.

There are a total of 74 items in the Checklist. Thirty-eight (38) are designated for both central office and building staff evaluation (C, B), 17 are designated for central office only (C) and 19 for building staff evaluation only (B).

The two step evaluation operation involves rating each item on the basis of two categories. The first, under the title Exists, asks for a response judging the *extent or degree* to which the item exists within the program. (See Response Sheet - Center Fold.) The second column, labeled *Acceptable*, requires a judgment as to *how acceptable* is that which exists in the mind of the staff member. If an item does not exist, it is still possible to rate the level of acceptability of such a condition, or it may be left unrated.

The following is the Rating Scale Key for use with each item in the Checklist: (See Response Sheet - Center Fold.)

Exists

0 = does not exist
1 = exists to a slight extent
2 = exists to a moderate extent
3 = exists to a fairly large extent
4 = exists to a large extent

Acceptable

0 = that which exists is unacceptable
1 = that which exists is acceptable to a slight extent
2 = that which exists is acceptable to a moderate extent
3 = that which exists is acceptable to a fairly large extent
4 = that which exists is acceptable to a large extent

USE OF RESPONSE SHEET

For convenient use of the Checklist with staff, a simple response sheet is included as a center fold. It may be removed and duplicated for use.

Tabulation and analysis of results may be carried out to different levels of sophistication. The response sheet may be sorted into any one of a combination of subsets: by groups (central office or building staff), by position (administrator, reading specialist, etc.) or by level.

The box in the lower right hand corner of the response sheet may be used to tabulate results by individual or group (subset) for summary or analysis purposes related to the two categories (exists - acceptable) of the Checklist - Rating Scale. Scoring may be done by summing the ratings for each item under each Standard by individuals (and composited by group) then dividing the number to obtain a simple arithmetic mean (average) for each as a start in the process of compiling results for analysis. More sophisticated statistical procedures can be planned based upon your needs.

It is hoped that the use of the Statement of Standards for Reading Instruction and this Checklist will be another step in the continuing effort to develop more efficient and productive reading programs in New York State.

CHECKLIST - RATING SCALE
for use with
Statement of Standards For Reading Instruction

I. District Philosophy

(C,B) A. The district has a philosophy of reading instruction.

(C,B) B. The statement of philosophy includes the district's position on the nature of reading and the expectations of the local culture and/or community.

(C,B) C. The statement of philosophy states the broad goals of the reading program in terms of expected outcomes for pupils.

(C) D. The district's philosophy was developed in dialogue with:

1. administrators
2. parents
3. students
4. reading teachers
5. classroom teachers
6. board of education
7. others.

(B) E. A procedure was developed to secure acceptance from:

1. faculty
2. board of education
3. community
4. students
5. administrators
6. others.

(C) F. A procedure has been identified for a periodic review of the district's statement.

(C,B) G. Each school within the district has participated in the planning and periodic review of the district's philosophy. Where appropriate each school has further refined the statement to meet the particular needs of pupils in that school.

I. District Philosophy (continued)

(C,B) H. The building administrators have communicated the district's and the school's statements of philosophy to:

1. staff
2. parents
3. students
4. community
5. board of education.

Rating Scale for each Item

Existence	Acceptability
0 1 2 3 4	0 1 2 3 4

(See Response Sheet - Center Fold)

II. Curriculum

(C,B) A. There is a written curriculum or guide which shows the scope and sequence of the skills to be taught for each strand in grades K-12.

(C,B) B. The curriculum is organized around general strands, such as word attack skills, which sequentially list pupil outcomes in both the cognitive and affective areas.

(C,B) C. Pupil outcomes are identified in the curriculum guide.

(C,B) D. The following or similar strands are identified:

1. word attack
2. vocabulary
3. comprehension
4. study and location skills
5. reading rate
6. oral reading
7. independent reading and library
8. others.

(C,B) E. The program goals, materials and skill sequence are directly linked to the curriculum guide and district philosophy.

(B) F. The curriculum guide was explored with new teachers and made available to all teachers.

(C,B) G. A curriculum committee has been set up which includes:

1. administrators
2. district reading coordinator
3. reading coordinator (building)
4. reading teachers
5. classroom teachers
6. parents.

III. Instruction

(C,B) A. There is a written statement that describes program components organized to implement the reading curriculum.

(C,B) B. The statement includes a description of the following:

1. diagnostic procedures
2. grouping patterns
3. methods
4. materials
5. instructional procedures and time allocations
6. special services
7. other.

(C) C. An adequate amount of time has been allocated for instruction in reading skills at the:

1. elementary level
2. junior high school level
3. senior high school level.

(B) D. There is differentiated instruction to meet the diverse needs, modalities, interests, abilities, and experiences which children bring to the reading process.

(B) E. There are facilities that can meet the equipment and space needs of pupils learning to read.

(B) F. There is evidence of flexible grouping patterns.

(C,B) G. Instructional materials and teaching resources are organized to meet particular student needs at:

1. building level
2. district level.

(C,B) H. There is a coordinated program through a unified system of reporting, record-keeping, and skills instruction.

III. Instruction (continued)

(B) I. A materials committee exists and includes:

1. administrator
2. classroom teacher
3. reading coordinator
4. reading teacher
5. librarian.

(C,B) J. The materials committee evaluates and disseminates the latest reading materials.

(B) K. Library materials are coordinated with instructional needs.

(B) L. There is evidence of regular and coordinated use of Support Services to meet the instructional needs of pupils such as:

1. librarians
2. learning specialists
3. psychologists
4. guidance counselors
5. speech therapists
6. school nurses
7. others.

(B) M. Where volunteers are used in the program, there is an established system for recruitment and training.

(C,B) N. There is heavy concentration on supplementary reading material and reading materials that are descriptive of our multi-ethnic culture.

RESPONSE SHEET ON REVERSE SIDE

This response sheet has been included as a center fold for your use. You may pull out and use as an original to duplicate copies for use with the Checklist - Rating Scale.

NYSRA Statement of Standards for Reading Instruction: CHECKLIST - RATING SCALE

RESPONSE SHEET

Circle One (Group)
Central Office - C
Building Staff - B

Check One (Position)
___Administrator
___Reading Specialist
___Classroom Teacher
___Other _____

Check One (Level)
___Grades K-6
___Grades 7-8
___Grades 9-12
___Other _____

_____

		Extent/Degree of Existence	Extent/Degree of Acceptability	
	I. District Philosophy			
CB	A.	0 1 2 3 4	0 1 2 3 4	
CB	B.	0 1 2 3 4	0 1 2 3 4	
CB	C.	0 1 2 3 4	0 1 2 3 4	
C	D.	0 1 2 3 4	0 1 2 3 4	
B	E.	0 1 2 3 4	0 1 2 3 4	
C	F.	0 1 2 3 4	0 1 2 3 4	
CB	G.	0 1 2 3 4	0 1 2 3 4	
CB	H.	0 1 2 3 4	0 1 2 3 4	(8)
	II. Curriculum			
CB	A.	0 1 2 3 4	0 1 2 3 4	
CB	B.	0 1 2 3 4	0 1 2 3 4	
CB	C.	0 1 2 3 4	0 1 2 3 4	
CB	D.	0 1 2 3 4	0 1 2 3 4	
CB	E.	0 1 2 3 4	0 1 2 3 4	
B	F.	0 1 2 3 4	0 1 2 3 4	
CB	G.	0 1 2 3 4	0 1 2 3 4	(7)
	III. Instruction			
CB	A.	0 1 2 3 4	0 1 2 3 4	
	VI. Reading Specialists			
C	A.	0 1 2 3 4	0 1 2 3 4	
CB	B.	0 1 2 3 4	0 1 2 3 4	
CB	C.	0 1 2 3 4	0 1 2 3 4	
CB	D.	0 1 2 3 4	0 1 2 3 4	
C	E.	0 1 2 3 4	0 1 2 3 4	
C	F.	0 1 2 3 4	0 1 2 3 4	(6)
	VII. Classroom Staff Competencies			
B	A.	0 1 2 3 4	0 1 2 3 4	
B	B.	0 1 2 3 4	0 1 2 3 4	
B	C.	0 1 2 3 4	0 1 2 3 4	
B	D.	0 1 2 3 4	0 1 2 3 4	
B	E.	0 1 2 3 4	0 1 2 3 4	
B	F.	0 1 2 3 4	0 1 2 3 4	(6)
	VIII. Staff Development			
CB	A.	0 1 2 3 4	0 1 2 3 4	
C	B.	0 1 2 3 4	0 1 2 3 4	
CB	C.	0 1 2 3 4	0 1 2 3 4	
C	D.	0 1 2 3 4	0 1 2 3 4	
C	E.	0 1 2 3 4	0 1 2 3 4	
CB	F.	0 1 2 3 4	0 1 2 3 4	(6)
	IX. Budget			
C	A.	0 1 2 3 4	0 1 2 3 4	

C	C.	0	1	2	3	4	0	1	2	3	4	
B	D.	0	1	2	3	4	0	1	2	3	4	
B	E.	0	1	2	3	4	0	1	2	3	4	
B	F.	0	1	2	3	4	0	1	2	3	4	
CB	G.	0	1	2	3	4	0	1	2	3	4	
CB	H.	0	1	2	3	4	0	1	2	3	4	
B	I.	0	1	2	3	4	0	1	2	3	4	
CB	J.	0	1	2	3	4	0	1	2	3	4	
B	K.	0	1	2	3	4	0	1	2	3	4	
B	L.	0	1	2	3	4	0	1	2	3	4	
B	M.	0	1	2	3	4	0	1	2	3	4	
CB	N.	0	1	2	3	4	0	1	2	3	4	(14)
IV.	Evaluation											
CB	A.	0	1	2	3	4	0	1	2	3	4	
CB	B.	0	1	2	3	4	0	1	2	3	4	
CB	C.	0	1	2	3	4	0	1	2	3	4	
CB	D.	0	1	2	3	4	0	1	2	3	4	
CB	E.	0	1	2	3	4	0	1	2	3	4	
CB	F.	0	1	2	3	4	0	1	2	3	4	(6)
V.	Special Services											
C	A.	0	1	2	3	4	0	1	2	3	4	
CB	B.	0	1	2	3	4	0	1	2	3	4	
B	C.	0	1	2	3	4	0	1	2	3	4	
CB	D.	0	1	2	3	4	0	1	2	3	4	
CB	E.	0	1	2	3	4	0	1	2	3	4	
CB	F.	0	1	2	3	4	0	1	2	3	4	
C	G.	0	1	2	3	4	0	1	2	3	4	(7)

C	B.	0	1	2	3	4	0	1	2	3	4	
C	C.	0	1	2	3	4	0	1	2	3	4	
C	D.	0	1	2	3	4	0	1	2	3	4	
C	E.	0	1	2	3	4	0	1	2	3	4	(5)
X.	Records and Reports											
C	A.	0	1	2	3	4	0	1	2	3	4	
CB	B.	0	1	2	3	4	0	1	2	3	4	
CB	C.	0	1	2	3	4	0	1	2	3	4	
CB	D.	0	1	2	3	4	0	1	2	3	4	
B	E.	0	1	2	3	4	0	1	2	3	4	
B	F.	0	1	2	3	4	0	1	2	3	4	
CB	G.	0	1	2	3	4	0	1	2	3	4	
CB	H.	0	1	2	3	4	0	1	2	3	4	
B	I.	0	1	2	3	4	0	1	2	3	4	(9)

Totals: CB - 38: C - 17: B - 19: = 74

Summary for Individual or Group Analysis	Part	Exists Sum/Av.	Accept. Sum/Av.
_____	I.	___/___	___/___
Group:	II.	___/___	___/___
	III.	___/___	___/___
_____	IV.	___/___	___/___
	V.	___/___	___/___
Position:	VI.	___/___	___/___
	VII.	___/___	___/___
_____	VIII.	___/___	___/___
Level: ____ ____	IX.	___/___	___/___
	X.	___/___	___/___
16 N = _____	Av.:	___/___	___/___

See Response Sheet on Preceeding Page.

IV. Evaluation

(C,B) A. The reading program in each building provides for an organized ongoing approach to assessment which is used for evaluation of the total program.

(C,B) B. Evaluation includes assessment of pupil growth on:

1. a district basis
2. a building basis
3. an individual basis.

(C,B) C. Evaluation includes assessment of program components on a:

1. district level
2. building level.

(C,B) D. Evaluation includes periodic review and possible modification of goals and procedures on a:

1. district level
2. building level.

(C,B) E. The test rationale coincides with the reading philosophy of school and district.

(C,B) F. There is an established procedure for communicating test rationale and results at the district and building levels with:

1. students
2. faculty
3. parents
4. community
5. other.

V. Special Services

(C) A. There are special diagnostic and instructional services provided by certified reading personnel for pupils in grades K-12 who require supportive help in reading.

(C,B) B. Supportive reading services are provided by certified reading personnel for pupils with reading/learning disabilities.

(B) C. A defined process exists between special services and classroom faculty to integrate programs and to facilitate communication.

(C,B) D. All programs affecting reading are coordinated in terms of approaches, methods and materials so that they are mutually complementary and supportive.

(C,B) E. Supportive reading services are provided for speakers of divergent dialects and speakers of English as a second language.

(C,B) F. Special reading programs are provided for gifted, talented, and college bound students.

(C) G. The importance of special services for reading is reflected by the financial and administrative support provided by the district.

VI. Reading Specialists

(C) A. The district employs certified reading teachers (specialists) whose training meets or exceeds the requirements set by the New York State Department of Education and the International Reading Association.

(C,B) B. Reading specialists are responsible for intensive diagnostic services.

(C,B) C. Reading specialists are responsible for remedial and corrective instruction.

(C,B) D. Reading specialists are responsible for resource services to the administration and staff.

(C) E. The district employs a director or coordinator whose primary responsibility is for the development and implementation of the total reading program, K-12.

(C) F. In addition, the director or coordinator would be responsible for:

1. observation and evaluation of reading instruction
2. administration of compensatory reading programs
3. staff development (in-service)
4. interpretation of program and test results to community and Board of Education
5. completion of needs assessment.

VII. Classroom Staff Competencies

(B) A. Classroom teachers demonstrate competency in reading instruction.

(B) B. Teachers demonstrate the ability to assess pupil needs with the use of:

1. standardized tests
2. diagnostic/criterion-referenced tests
3. informal observations
4. teacher-made tests.

(B) C. Teachers demonstrate the ability to plan and implement learning activities which meet diagnosed needs.

(B) D. Teachers demonstrate the ability to evaluate significant pupil achievement.

(B) E. Teachers demonstrate the ability to organize and manage the learning environment to facilitate learning.

(B) F. Teachers possess a caring attitude and conviction that all children can learn to read.

VIII. Staff Development

(C,B) A. Staff is encouraged to pursue professional improvement:

1. independently
2. in small groups
3. through visitations
4. through professional organizations and publications
5. through graduate study and in-service courses.

(C) B. The district has a procedure for involving the staff in setting the objectives and in designing activities for staff development.

(C,B) C. The primary emphasis in staff development programs is placed on improving classroom practices.

(C) D. The district includes provisions following in-service programs for:

1. consultive support
2. material support.

(C) E. The district has a specific program for staff development that includes orientation and periodic sessions throughout the year for:

1. new teachers
2. experienced teachers
3. paraprofessionals
4. administrators.

(C,B) F. Selected areas and staff members are targeted for in-service sessions as a result of assessed needs.

IX. Budget

(C) A. Each component of the reading program is identified in the budget.

(C) B. Each component has a budget allotment.

(C) C. Such allotments reflect the importance of reading instruction within the total curriculum.

(C) D. Books, supplies and staff development are budgeted for the:

1. elementary program
2. intermediate program
3. secondary program
4. adult program
5. remedial/compensatory programs.

(C) E. Content area reading needs are budgeted in secondary school(s).

X. Records and Reports

(C) A. An efficient recordkeeping system exists within the district.

(C,B) B. Progress reports are used to evaluate instructional programs.

(C,B) C. Progress reports are sent to parents.

(C,B) D. Cumulative records are maintained in each grade.

(B) E. Cumulative records are available to teachers and parents.

(B) F. Student records are available between levels/buildings with time provided for teacher discussion.

(C,B) G. Group-building reports are generated for administrators' use.

(C,B) H. Group-building reports are used to analyze reading needs.

(B) I. Report "cards" recognize student mastery of specific reading skills, as well as, achievement levels.

OUTLINE OF PROCEDURES FOR USING THE STANDARDS

The Statement of Standards for Reading Instruction and this accompanying checklist-rating scale can be used for both assessment and evaluation purposes. In either situation the Standards were developed to provide a district or a building with appropriate outside criteria for comparing a total program, K-12, or for judging part of a program at a building level. As an assessment tool, the Standards' checklist can be used as a guide for determining areas of investigation as well as a means of determining needs or gaps in a program. As an evaluation instrument, it can be used to measure the extent to which a local program meets desirable outside criteria.

Suggested Procedures

1. Appoint/select a chairperson to head up the assessment/evaluation committee.
2. Appoint/select a representative committee to study Standards to determine relevance for the intended local study.
3. If deemed relevant, use Standards' checklist as presented or prioritize Standards to reflect local values.
4. Administer entire checklist, or only parts if instrument has been prioritized, to selected personnel.
5. Analyze data noting strengths and weaknesses of program as compared to outside standards (assessment) or noting extent and degree that local program meets outside criteria (evaluation).
6. Draw conclusions and make recommendations, if necessary, for improving programs.
7. Set up task groups with a timetable to work on high priority items to close gaps between what is and what should be.

February 1979

STATEMENT OF STANDARDS FOR READING INSTRUCTION

1. ***Topic*** District Philosophy

   Standard There shall be a philosophy of reading instruction which is in keeping with the district philosophy of education, constructed on valid educational theory and in harmony with the values of the community.

2. ***Topic*** Curriculum

   Standard There shall be a clearly stated, written curriculum, which specifies general strands in reading such as word recognition skills, vocabulary development skills, comprehension skills, study and locational skills, reading rate and oral reading skills. Within each strand there should be a sequential listing of skills that identifies goals for students by specific performance objectives. This scope and sequence of skills can be used as the basis for a developmental program as well as for corrective and/or remedial programs.

3. ***Topic*** Instruction

   Standard There shall be continuous, direct and sequential instruction in reading at all levels and in all subject areas. It should be based upon a clearly stated, written statement of the district's program, which implements the reading curriculum. Such a statement shall contain diagnostic procedures and time allocations and the special services provided by the district.

4. ***Topic*** Evaluation

Standard There shall be an ongoing system of assessment at all levels of instruction which traces the reading performance of the students and the success of the instructional program in the attainment of the specified goals of the reading curriculum. Assessment should also be made periodically of the community's values and concerns to ensure that the goals and objectives of the reading program are reflecting these.

5. ***Topic*** Special Services

Standard There shall be special diagnostic and instructional services provided by qualified reading personnel for all students (K-12) who require special help in reading, such as children with reading/learning disabilities and students who fail to achieve in accordance with their academic potential. Additional special reading services should be provided to speakers of divergent dialects, speakers of English as a second language, as well as for those students deemed gifted and talented and those college-bound.

6. ***Topic*** Reading Specialists

Standard The school district shall employ reading specialists whose training meets or exceeds the requirements set by the New York State Department of Education and the International Reading Association. These specialists shall be responsible for: (1) intensive diagnostic services, (2) remedial and corrective instruction, (3) resource services to the administrators and teachers and (4) facilitation and coordination of the entire reading program.

A minimum number of such specialists might include: (1) a district coordinator or director of reading and (2) special reading teachers sufficient in numbers to service a workable unit such as a school building or a public population of 300-500 students, or a remedial/corrective student load of 30-40 students.

7. ***Topic*** Classroom Staff Competencies

Standard There shall be demonstrated competency by all classroom teachers in all phases of reading instruction -- assessment of pupil needs, planning of learning activities which meet these needs, evaluation of achievement, organization and management of the learning environment to facilitate learning -- and in addition, the possession of a caring attitude and the conviction that all children can learn to read.

8. ***Topic*** Staff Development

Standard There shall be an ongoing program of professional development and inservice training for all school personnel in the district to improve reading instruction at all levels.

9. ***Topic*** Budget

Standard There shall be a specific budget for each component of the reading program reflecting the importance of reading instruction within the total curriculum.

10. ***Topic*** Records and Reports

Standard The reading program shall incorporate an efficient system of recordkeeping and reporting, including: progress reports for parents; cumulative records for building staff; and group or building reports for central administrators. Such records should be concise and easy to maintain and interpret.

REFERENCE

Pamphlet: Statement of Standards for Reading Instruction
Published 1978 by New York State Reading Association

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